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ABSTRACT

The manual provides suggestions for planning inservice teacher training. Basic foci of the booklet are explained to include examination of time distribution, room arrangement, audience participation, stimulation of audience interest, measurement of inservice effectiveness, and communication of inservice results. The manual is divided into considerations of three aspects of inservice planning (sample subtopics in parentheses): before the meeting (identifying inservice needs, selecting a presentor, employing a consultant, selecting the target audience, and freeing teachers for inservice sessions); during the meeting (getting the meeting off to a good start, seating arrangements to control the communication flow, eliciting verbal communication, using or producing media, dealing with emotions, reinforcing positively, asking questions, and summarizing ideas); and after the meeting (evaluating inservice, developing behavioral contracts, reporting success, and using constructive criticism). (CL)

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IN-SERVICE: A HOW-TO BOOK

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DRAWING UPON IDEAS:

Provided by hundreds of educators who have attended our in-service meetings

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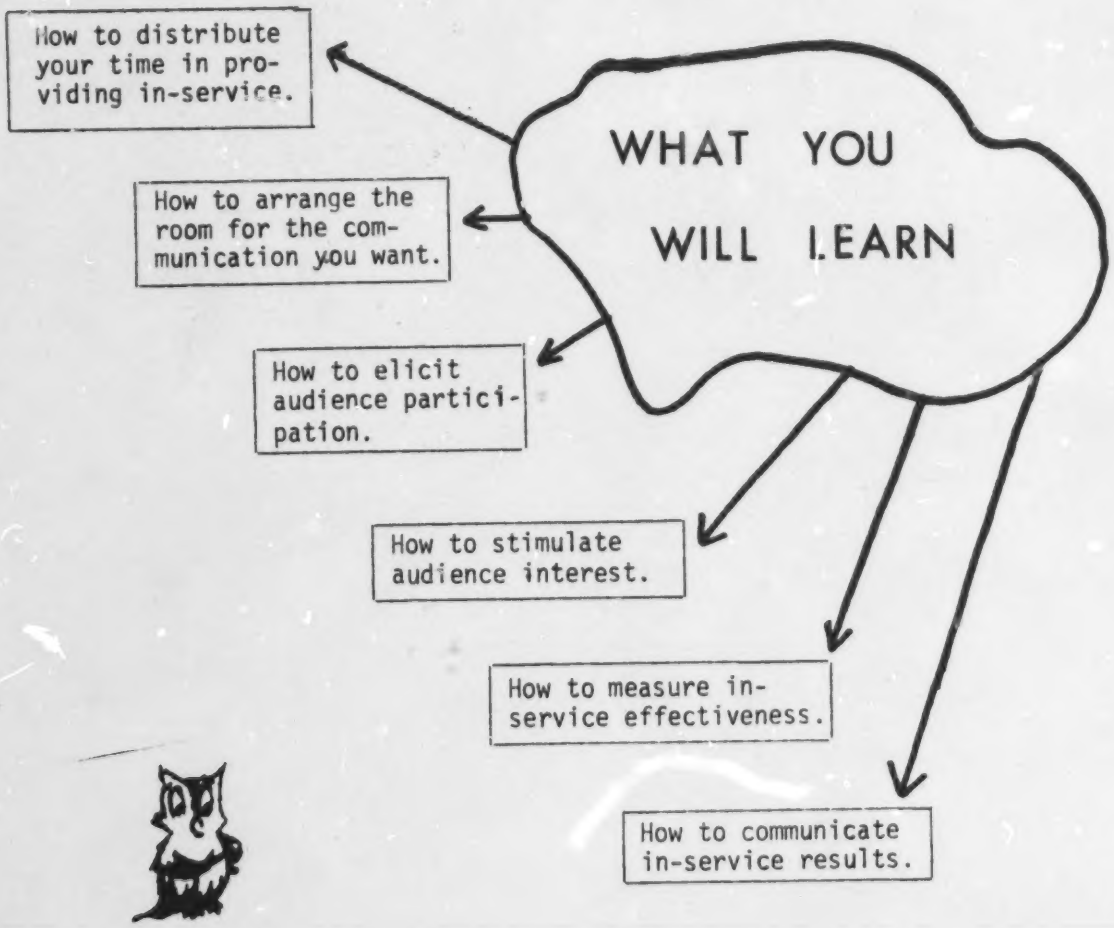
HOW TO USE THIS BOOK

Read now so you will be familiar with the concepts contained in this booklet. Save the booklet and refer to it while you are planning your in-service. Ask yourself if you nave provided for the numerous considerations presented.

This is not intended to be a total catalog of in-service considerations, but will be a useful aide. Use the page for notes that come to mind regarding other ways of implementing the concept presented.


How to distribute your time in providing in-service.
How to arrange the room for the communication you want.
How to elicit audience participation.
How to stimulate audience interest.
How to measure in-service effectiveness.
How to communicate in-service results.
WHAT YOU WILL LEARN

YE OLE TABLE OF CONTENTS

I. Before the Meeting

A discussion of ideas relating to activities that must be carried out prior to the meeting. Topics include how to identify in-service needs; selecting a presentor, details that make a good meeting.

II. During the Meeting

This section discusses ways of starting the meeting, how to use audio-visual equipment, ways of dealing with the audience and how to set up the meeting to have the most impact.

III. After the Meeting

Evaluating the effectiveness of in-service training is essential if the impact on changing behavior is to be determined. This section describes four ways to evaluate the effectiveness of in-service training.

BEFORE

THE MEETING

PLANNING AN IN-SERVICE MEETING

Don't be disappointed by offering content in which the audience is not interested. To select appropriate content ... VERIFY their interest in the topic. What do people want? How can I find out what would be appropriate in-service skills? Below are 5 methods of verification.

RECORDING

1. Request for information on...
2. Teacher asks for help with...
3. etc.

QUESTIONNAIRE

Please rate the following topics ...

VERIFY THE NEED FOR THE CONTENT YOU PROPOSE PRESENTING AT THE IN-SERVICE MEETING

INTERVIEW

SUBTRACTION

I wish the teachers had skills 1-10

— The teachers have the following skills

Therefore, the teachers need the following skills

COMPARISON

They have done this:	We have done this:
1.	1.
2.	2.
3.	3.

EXAMPLE: HOW TO IDENTIFY STUDENT NEEDS

Please complete and return by (date)

Directions: Identify the student that sits closest to the main door in your classroom during the first class period after your lunch on Monday. With that student in mind please identify the student's specific problems (if any) in the following areas.

My teaching situation is best characterized as _____
(Indicate grade level - age of students and nature of teaching assignment.)

READING	WRITING
MATH	ORAL COMMUNICATION SKILLS
VOCATIONAL	STUDY HABITS
SELF CONCEPT	PEER RELATIONS
PARENT RELATIONS	TEACHER RELATIONS

This student's three greatest strengths are:

1.

2.

3.

EXAMPLE: HOW TO IDENTIFY TEACHER NEEDS

Please complete and return by (date)

Directions: If an in-service meeting was being developed and you could select topics and skills to be presented, what would your selection be? Below are nine (9) categories. Please read all nine categories and choose four (4) you feel would be most beneficial and important for you. Write the specific skills you would like to learn in the meeting on each of the four topics.

My teaching situation is best characterized as: _____
(indicate grade level - age of students and nature of teaching assignment.)

CATEGORIES (Rank in order of top priority one -highest- through four)		RANK
HEALTH INSTRUCTION	I would like to learn (or know more about) how to -	
MATH INSTRUCTION	I would like to learn (or know more about) how to -	
READING INSTRUCTION	I would like to learn (or know more about) how to -	
VOCATIONAL & CAREER INSTRUCTION	I would like to learn (or know more about) how to -	
PERCEPTUAL (Visual-Auditory-Motor) SKILL DEVELOPMENT	I would like to learn (or know more about) how to -	
PARENT PROBLEMS AND SOLUTIONS	I would like to learn (or know more about) how to -	
CLASSROOM MANAGEMENT -- INDIVIDUAL AND GROUP BEHAVIOR	I would like to learn (or know more about) how to -	
INSTRUCTIONAL MATERIALS	I would like to learn (or know more about) how to -	
OTHER (Specify)	I would like to learn (or know more about) how to -	

PLANNING TIME

PHASE I

A suggested schedule for special service personnel who are requested to provide in-service training to a school system or to an area is presented below. Some of the functions, e.g., advertisement, may be performed by others, but should be monitored by the presenter.

Calendar	Content	Time
MONTH #1		
Week: 1	Request	1 hour
2	Verify topic content and advertise meeting	2 hours
3	Prepare content and media	5 hours
4	Practice and present	2 hours
MONTH #2		
Week: 1	Initiate follow-up (mail)	1 hour
2	Available for follow-up	2 hours
3	Available for follow-up	2 hours
4	Evaluate in-service effectiveness (mail)	1 hour
MONTH #3		
Week: 1	Available for follow-up	2 hours
2	Publicize (newsletter)	1 hour
3	Report to Directors and Superintendents	1 hour
4		20 hours

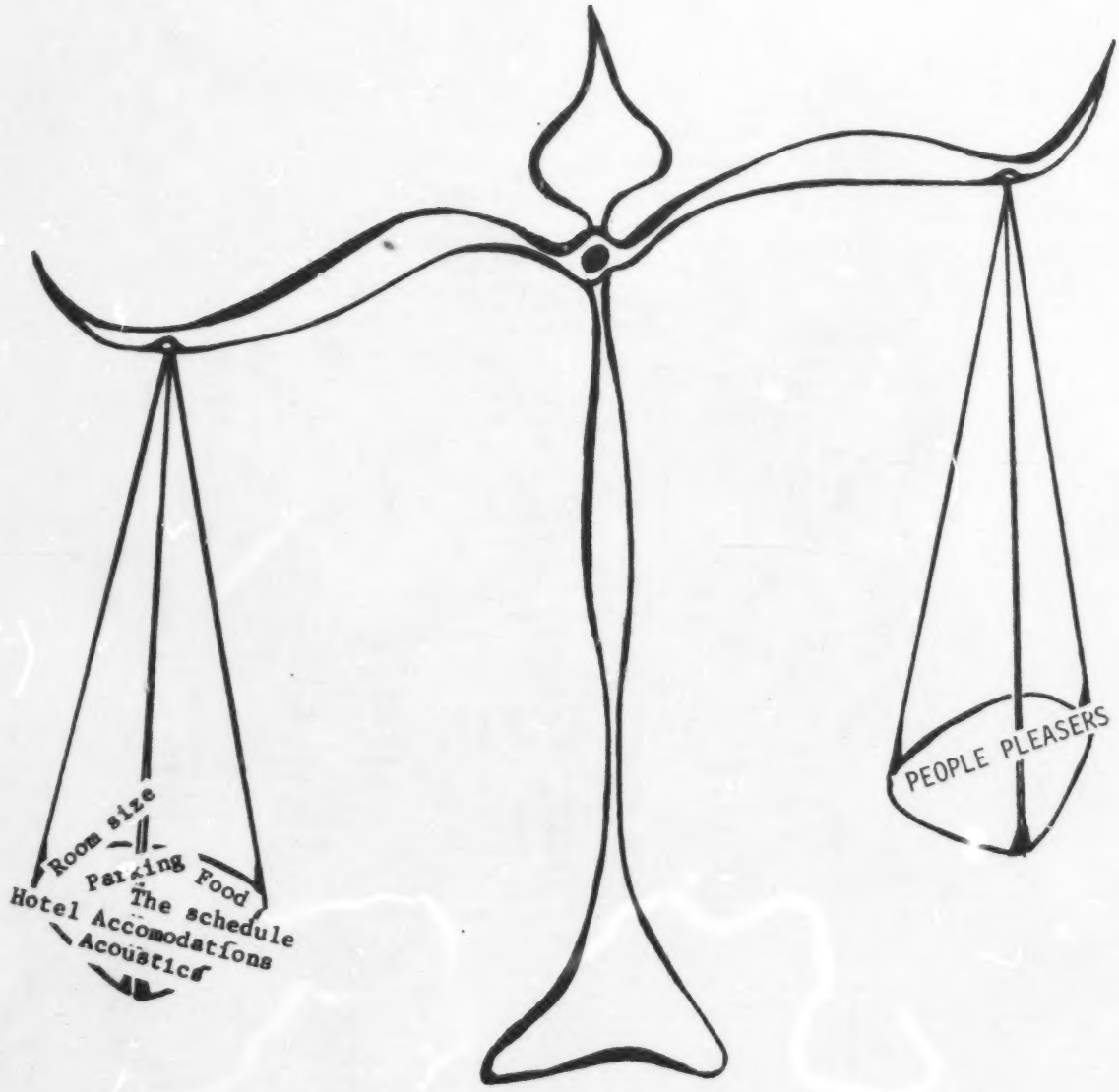
PHASE II

If your training is successful then you will have other school buildings, school districts, counties or organizations requesting in-service again. This is where you shift responsibilities and draw upon the available resources you trained. Accept the invitation to provide the in-service but involve others who are implementing the program.

PHASE III

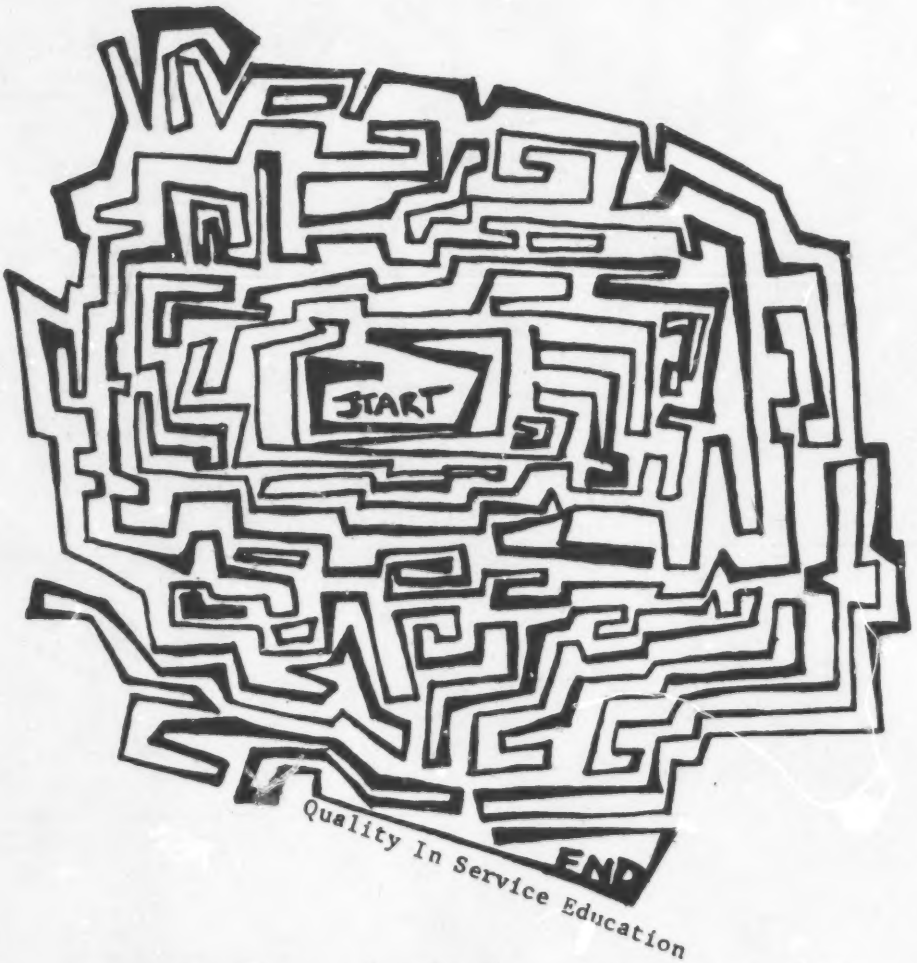
Additional invitations for in-service may be channeled to the people you worked with in Phase II (if they can handle the task independently). This leaves you free to initiate new efforts but the "ripple effect" of your effort will carry on and continue to have an impact on children .... and that's what we were after all the time.

DETAILS MAKE A DIFFERENCE



In setting up a meeting there are many things that must be considered for the comfort and convenience of the participants. If these are not attended to they may detract from the success of the meeting. If the workshop participant is comfortable their attention and interest in the meeting will be heightened. Good in-service education is also a PEOPLE PLEASER.

WHO'S TO PRESENT?



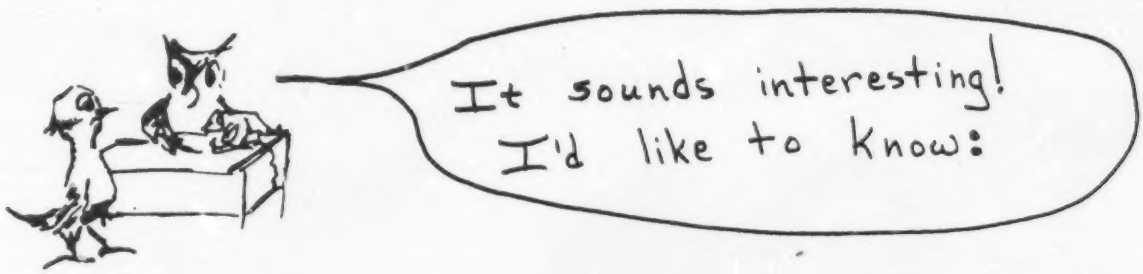
Very often the people with the most impressive titles prove to be the least helpful. The "BIG NAME" will be good for attracting lots of people to your meeting, but may not be able to relate to your group.

In selecting a presenter specify exactly what you want the presenter to do. Indicate what skills you want the people to acquire. This will alleviate the presenter doing "his own thing" which may not be what is needed.

Don't overlook local people if they have skills and ideas. You build pride and confidence in personnel in your area by asking them to share their expertise.

HELPING THE CONSULTANT HELP YOU

In some cases, it may be desirable to employ a consultant from outside of your organization to conduct part or all of the in-service for you. This decision may be made because (1) you don't have the time to do it yourself, (2) you want the audience exposed to professionals outside of the local area, (3) you want to capitalize on the expertise of a certain person, or (4) persons with the expertise are not available in the area.



-- what you want them to be able to do when I'm through.

-- what follow-up is to occur on your part.

-- the number of people to be present.

-- the current roles of those present.

-- the geographic area the people will represent.

-- topics or subjects that people in your area are "for" or "against."

-- local conditions or situations that might have some bearing on the topic.

-- what other activities are to occur that day.

-- how much time will I have.

-- what is the meeting room like.

-- how much time will I have to set up; when will I be able to set up.

-- what equipment will be available.

-- what will the room arrangement be; can I change it.

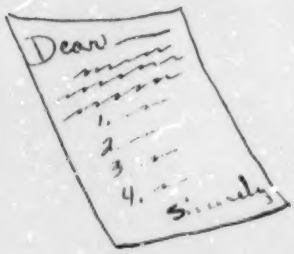
-- is there a set time for a break; is it flexible.

-- will coffee be available to them while I present.

-- what other in-service have the people been exposed to in the last year.

-- how is my work to be evaluated.

Confirm telephone conversations by written follow-up. Include:



date --

time --

place --

objectives --

description of audience --

description of facility and listing of equipment that will be available --

The Consultant is your employee and your guest. He wants to do a good job for you. You want him to respect your program and your people.

In using Consultants, you may:

1. provide the consultant with information on your program or people and have him suggest topics and objectives.

   It is <u>your</u> responsibility to make the decisions!

2. ask the consultant to develop the procedure for evaluating his part in the program.

   It is <u>your</u> responsibility to approve it.

3. ask the consultant to send an outline of his presentation, including room and media requirements, two weeks before the meeting.

   It is <u>your</u> responsibility to review it and make immediate reply.

4. prepare a bibliography or list of instructional materials related to the presentation.

   It may be <u>your</u> responsibility to do the typing and printing of all handout materials or to provide funds for that service in your contract.

5. ask that a written copy of his presentation be available for reproduction.

   It is <u>your</u> responsibility to make the copies and it may be to do the final form typing.

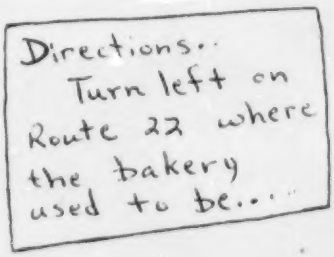
6. ask permission to audio-tape or video-tape the presentation.

The consultant may decline.

REMEMBER -- Your requests may require additional consultant time. The more time that is involved, the higher the cost.

You help the consultant by:

* specifying the desired outcome from his service.
* seeing that he has good directions on how to get to the meeting.
* providing transportation to or from the airport or helping to arrange for a taxi.
* making motel reservations.
* arranging the room for the meeting.
* not keeping the consultant out all night.
* seeing that all media is in working order (make sure that overhead projectors are clean!).
* giving him at least 30 minutes before "show" time to concentrate on the upcoming task.
* asking if someone can help operate equipment, pass out materials, etc.
* making sure all the vouchers or forms are completed and signed so that he can be paid quickly.



OLD CHINESE SAYING:

"Architect who gets wet cannot blame carpenter if blueprints do not call for roof."

DO GIVE YOUR CONSULTANT FEEDBACK. HE IS A PROFESSIONAL AND WILL BE INTERESTED IN YOUR EVALUATION OF HIS SERVICES.

Sometimes travel expenses comprise the greatest expense in using a consultant and the benefit of the consultant's expertise is not maximized. Consider arranging for more than one day for the consultant by (1) cost sharing with other local organizations who may want to purchase some of his time, (2) contacting organizations a few hours away who may want to use the same services the next day, or (3) having the consultant do a review of existing services the day before/after the meeting and provide a written report within 15 days.

TIME TABLE FOR USING A CONSULTANT

by 6 weeks before meeting	initial contact, request for service	written contact
by 5 weeks before meeting	detailed specification of outcomes, description of services to be provided, background information	telephone with written follow-up
by 2 weeks before meeting	materials the consultant is to provide for printing, list of equipment/materials that will be needed	written
week of the meeting	reminder of date, time, place, directions, assumptions regarding arrival-departure	written or telephone
by 2 weeks after meeting	note of appreciation, feedback on services provided	written

WHO AM I?

There are many titles and notions which relate to the concept....
(and self-concept) of one who is responsible
for in-service education programs.
If you need a title, select one that you feel is appropriate
for the role or functions you want to
perform. Consider:

Originator

Host

Instructor

Leader

Consultant

Convener

Expert

Facilitator

Promoter

Coordinator

Director

Trainer

Planner

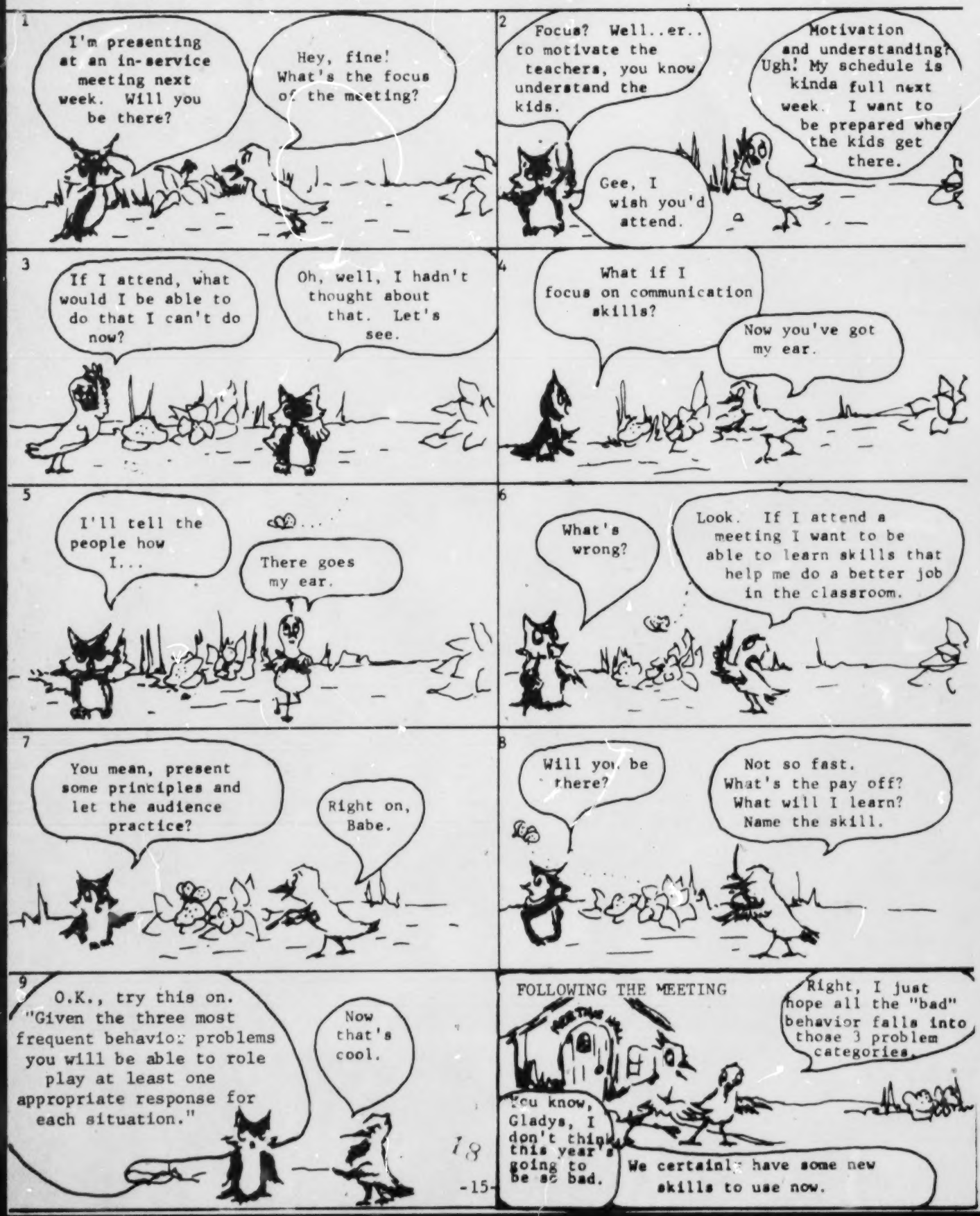
Teacher

In setting up workshops the decision has to be made as to the content. If the workshop is to have an impact on changing the behavior of the participant and assure modifications in the educational program, SKILL TRAINING is a must. People would learn to do something.

Workshops that are designed to stimulate, make people aware, create an understanding, and to gain an appreciation, usually will not have an impact on changing behavior.

People like to learn. An in-service session should facilitate this desire.

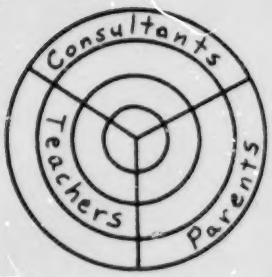
HOW A WISE OWL BECAME EVEN WISER


1
I'm presenting at an in-service meeting next week. Will you be there?
Hey, fine! What's the focus of the meeting?
2
Focus? Well..er.. to motivate the teachers, you know understand the kids.
Motivation and understanding? Ugh! My schedule is kinda full next week. I want to be prepared when the kids get there.
Gee, I wish you'd attend.
3
If I attend, what would I be able to do that I can't do now?
Oh, well, I hadn't thought about that. Let's see.
4
What if I focus on communication skills?
Now you've got my ear.
5
I'll tell the people how I...
There goes my ear.
6
What's wrong?
Look. If I attend a meeting I want to be able to learn skills that help me do a better job in the classroom.
7
You mean, present some principles and let the audience practice?
Right on, Babe.
8
Will you be there?
Not so fast. What's the pay off? What will I learn? Name the skill.
9
O.K., try this on. "Given the three most frequent behavior problems you will be able to role play at least one appropriate response for each situation."
Now that's cool.
FOLLOWING THE MEETING
Right, I just hope all the "bad" behavior falls into those 3 problem categories.
You know, Gladys, I don't think this year's going to be so bad.
We certainly have some new skills to use now.

SELECTING

THE

TARGET AUDIENCE?



You can look at the task of selecting or specifying your target audience in four ways. Consider what's best for the goal of your meeting.

1. ALL MUST ATTEND

   This procedure mandates the meeting, for example, all teachers in the building are expected to attend the in-service session.

2. THOSE WHO HAVE STUDENTS WITH A SPECIFIC BEHAVIOR OR CHARACTERISTIC

   With this procedure you are seeking teachers (or parents) with students who manifest a particular kind of behavior or characteristic. For example, all teachers who have students with severe reading problems; or all teachers with expressive language difficulties; or parents with children who are non-fluent.

3. THOSE WHO DEAL WITH STUDENTS AT A SPECIFIC LEVEL OR SUBJECT MATTER

   This procedure seeks teachers of students by level of instruction or the type of instruction. For example, you might specify those who teach students in early primary grades K-3, or those who teach reading.

4. THOSE WHO SHOW UP AT THE MEETING

   This procedure is the non-selection approach. You advertise the meeting and take whoever comes to the session and hope it's appropriate.

HOW TO 'FREE' TEACHERS FOR IN-SERVICE SESSIONS

Across the nation we are seeing a stronger teacher voice in all matters that effect teachers both during and after working hours. For example, in some states, teachers can refuse to have certain students in their classroom, generally those with marked behavior problems. More specifically, teachers and teachers' unions can negotiate what meetings they will and will not be expected to attend. So.....how to "free" teachers for in-service sessions. Some ideas:

* Hold meetings on Saturday.

* Expanded school year.

* Hire substitute teacher.

* Hire an "earned" aide for busy work. The teacher earns, for example, two extra hours of teacher aide time by attending the meeting or series of meetings.

* Pay teachers for attending meetings on Saturday or evenings.

* Get the program sponsored by the district as part of the required in-service offering.

* Offer college or barrier credit for attending the sessions.

* Be known for providing excellent in-service programs which are worth attending.

IF YOUR IN-SERVICE IS GOING TO HAVE AN IMPACT, YOU NEED TO CONSIDER WHO SHOULD ATTEND.

TEACHERS

They generally implement the innovative ideas and techniques with kids.

PRINCIPALS

They help teachers and permit (if they are informed) innovative ideas to be utilized.

ADMINISTRATION

They back up (if they are informed) the principals and teachers trying new procedures.

PARENTS/PUBL

They support (if they are informed) effective educational procedures

ORGANIZATIONAL PATTERNS FOR IN-SERVICE EDUCATION

There are many kinds of patterns for organizing in-service education opportunities. Below are 6 common patterns. Consider which pattern would be most conducive to the type of learning you seek for the participants in the program.

1. All together, one large group approach

   This is the most common arrangement where all participants are together in one large group and all receive the same program. While this has the advantage of insuring all receive the same information, it does not allow for differences in interest.

2. Menu approach

   This is the method where you offer different sessions concurrently and the participants select the one which is in keeping with what they want to learn.

3. Sequential, single topic approach

   This permits skill training: Participants come to session one, learn a skill, then use the skill and return for session two to review their learning, extend knowledge and discuss any problems they encountered.

4. Sequential, multiple topic approach

   A group can learn a skill as indicated in #3 but have a number of meetings each dealing with other skills. An example of this is the Parent Effectiveness Training (PET) course which typically offers 8 three-hour sessions.

5. Ripple effect or multiplier approach

   The sequence is that you train a small group of people who each go back and conduct sessions and training with others.

6. Short Term Intensive Instruction Course (STIIC) approach

   With the STIIC, you have the participants for two, three, four or more consecutive days for 6 to 8 hours per day. The instruction is short term in that it only lasts two to four days, but is intensive in the total number of hours of accumulated instruction.

BREAKING THE LANGUAGE BARRIER

When people go to a meeting they <u>really</u> don't want to do something so mundane as "go to a meeting."

What is the event? There are many names; select one that is descriptive of what you want people to envision is going to happen. Consider:

Colloquim

In-Service Meeting

Skill Training

Educational Fair

Workshop

Meeting & Cracker Barrel Discussion

other

Forum

Institute

County Teachers' Day

Other

Event in Learning

Other

Required Meeting

Session

Debate

Other

Seminar

ADVERTISE AND PUBLICIZE

YOUR IN-SERVICE MEETING

DURING

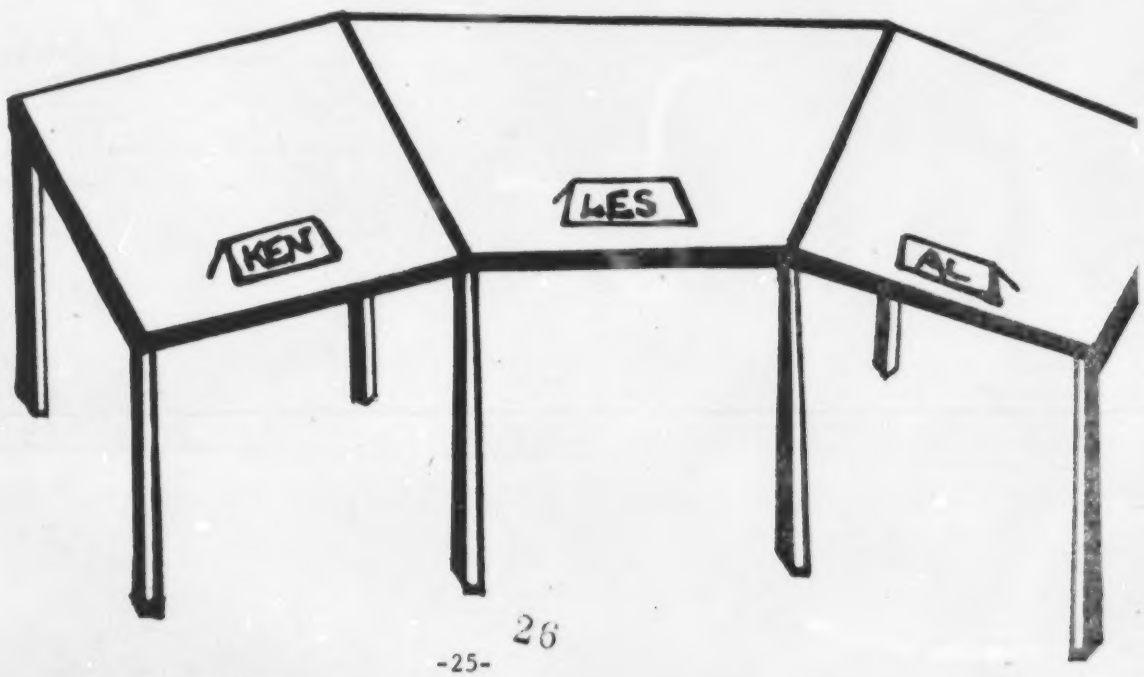
THE MEETING

FOR OPENERS - TRY THESE

Getting the meeting off to a good start is essential.

"Ice breakers" are techniques that help people feel comfortable in a group. The individual feels like he is part of the group rather than apart from the group. The following are some ice breaking techniques:

1. Refreshments available at beginning of session.
2. Have a greeter at the door.
3. Teacher participation.
4. Human continuum. e.g. line up by month of birth (Jan. 1---Dec. 31)
5. People drawing - self-pictures.
6. Listing statements about yourself and pin it to you.
7. Round-robin introduction.
8. Music.
9. Make your own "name tag" - personalize it.
10. Attention getting fact or fallicy.
11. Comparison.
12. Demonstration with children.
13. Pretest.
14. Tell a joke.
15. Name cards (first name only). Bend in half 8 x 5 note card, write first name on half and put on table in front of you.

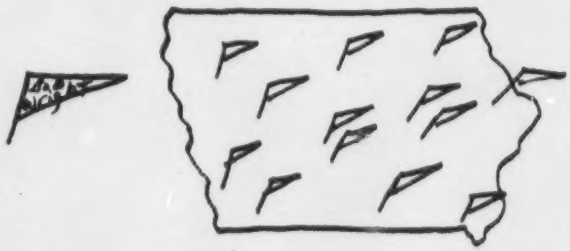


PERSONALIZING THE MEETING

There is little question that most people are involved in a multitude of situations each week in which they are acknowledged as a social security number, credit card number or some other alpha or numeric designation which is designed to facilitate high speed computerized-mechanized-industrialized processing of the transactions in life. People want to be more than a number and more than just a face at the meeting.

How can a meeting be structured so as to personally recognize the individuals who attend the meeting? The possible answers to this question are very dependent upon the size of the group. Here are some ideas for consideration.

Use a state, city or other map that appropriately covers the area where people live or work, then have people put their names on the map.



Bob Wright	
Des Moines	30 students
7th Grade English	I want to learn to....

Name tags help people get on a first name basis. You might also have people put on other information such as grade or subject they teach, what they want out of the meeting, number of pupils in their class, or case load or other information -- 4 x 6 or 5 x 8 cards work well.

Sign-In Sheets allow people to see who is at the meeting and where they are from.

WHO	WHERE
Bob Wright	Des Moines
Dula Hayes	Norwalk
Jim Stapp	Davenport
Kit Gerkin	Iowa City
Jean Fitzgerald	Cedar Rapids
Bill Schempp	Decorah

Other ideas:

* Use people's first names when talking with them, asking or answering questions.
* Involve people, encourage them to participate.
* Take time during the program for people to react, interact and assimilate the content presented in terms of their own program.
* Use small group discussion, interaction techniques to promote exchange of ideas. Encourage personal involvement.

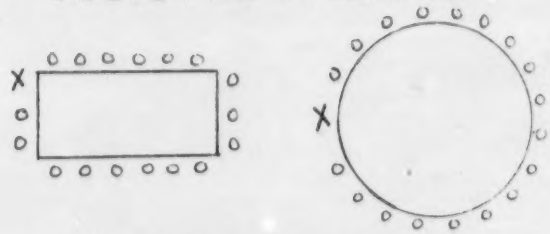
SEATING ARRANGEMENTS CONTROL THE COMMUNICATION FLOW

How teachers (indicated by o) in the in-service session interact with the speaker (indicated by X) and with one another will be determined by the physical arrangement of the room. The arrangement of the room can and should work for you according to the purpose you have in mind for the session. Each of the arrangements are discussed below:

ROW

1. Often lose those in back
2. Not the best unless lecturing
3. Some can't see if screen is used
4. Effectiveness wanes with distance, such as back row, outside
5. Everyone cannot see each other
6. "Whispers" and non-attenders are more frequent
7. Speaker often loses eye contact

ROUNDTABLE



1. Roundtable preferable, lose people on corners
2. Leader part of group, better interaction
3. Good for small groups (8-10)
4. Better interaction, but those closer to leader volunteer less
5. Rectangle leader dominates more than one at roundtable
6. Might be impossible for large groups

THE "U"

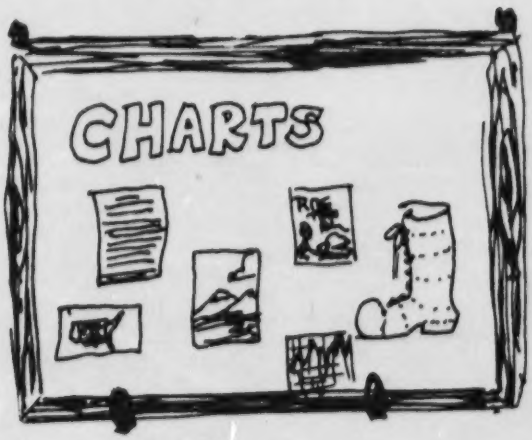
1. Better for speaker-listener interaction
2. Prefer tables for comfort
3. May be difficult to arrange in a small group
4. May be helpful to have assigned seats
5. Leader can move around freely
6. Audience interaction still limited
7. Single row seating is better than double
8. Tables may place speaker too far away
9. Good arrangement for 15-20 people
10. Leader stands out as leader, may monopolize discussion

SMALL GROUPS

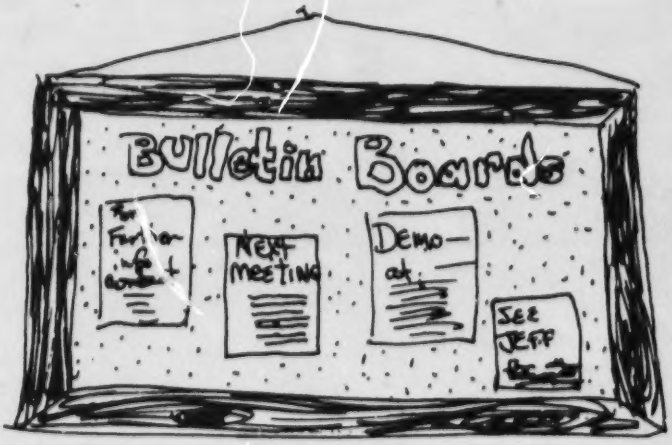
1. Good for particular topics
2. Tables would be preferred
3. Limits interaction with leader
4. May cause problems when using A-V equipment
5. Assigned seating may be advisable
6. Leader can move freely among group
7. Provisions for feedback are important
8. Recorder-leaders may be helpful

NON-VERBAL COMMUNICATION

Displays



One of the most important methods of non-verbal communication is YOUR BEHAVIOR. You are, or should be, a model of the procedure you are advocating. Being enthusiastic about your topic, being organized, showing your concern about their learning, is all important and is communication.



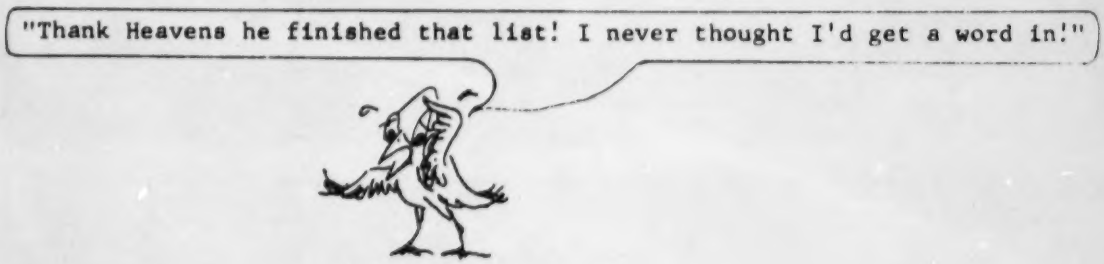
Handouts or Take Home Materials

1. Bibliography
2. Copy of Presentation
3. List instructional materials
4. Instructions for activities
5. Etc.

GETTING VERBAL PARTICIPATION

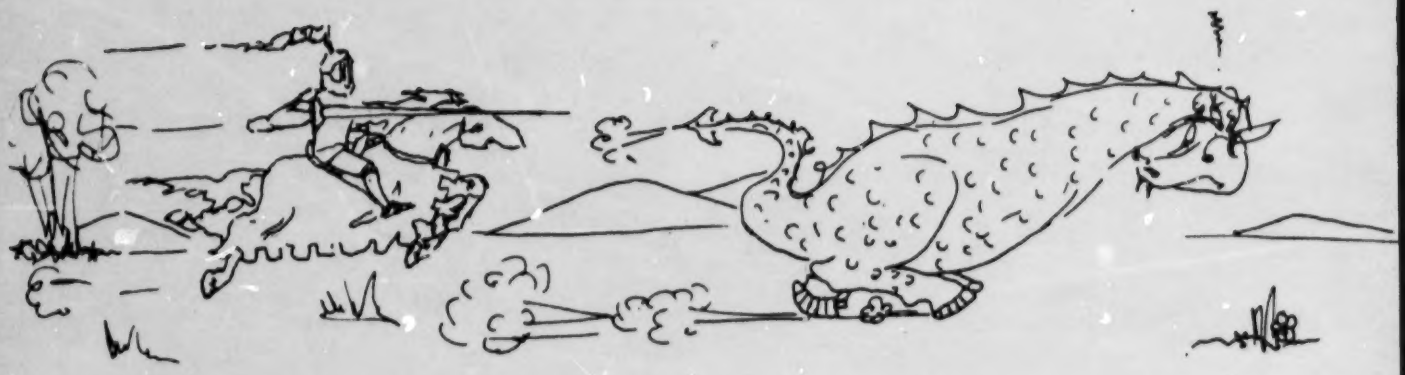
If, during the in-service session, we can get the teachers contributing experiences, offering ideas and new topics, we have helped them become involved. Because of the size of some audiences verbal participation is limited. Shyness also is a villain in this regard. Techniques could be employed to elicit verbal participation. Consider the following:

1. Get to know each other first
2. Try brainstorming
3. Seat talkers with non-talkers
4. Use panel discussions
5. Ask questions of specific teachers
6. Encourage feedback and provide for it
7. Use buzz groups
8. Use first names
9. Try role playing
10. Plant questions
11. Question box for future meetings
12. Don't pressure the non-verbal teachers
13. Leaderless group discussions
14. Provide problem solving situations
15. Allow for interruptions to ask questions
16. Use handouts with canned questions
17. Positively reinforce every contribution
18. Group by instructional level.
19. Involve as many people as possible
20. Allow time for special reports
21. Give background of teacher and ask a question in light of her experience
22. Ask someone to prepare questions on a topic before the meeting
23. Don't let one or two dominate (including the leader)
24. Give everyone an opportunity to speak, if only to introduce themselves
25. Ask for complaints and compliments on a specific issue
26. Have a good looking female sit beside him (and vice-versa)
27. By leader's attitude encourage verbal participation
28. And any others you can think of



FOR LEARNING TO OCCUR—

YOU MUST CAPTURE THE AUDIENCE'S ATTENTION.



ONE

WAY TO DO

THIS IS

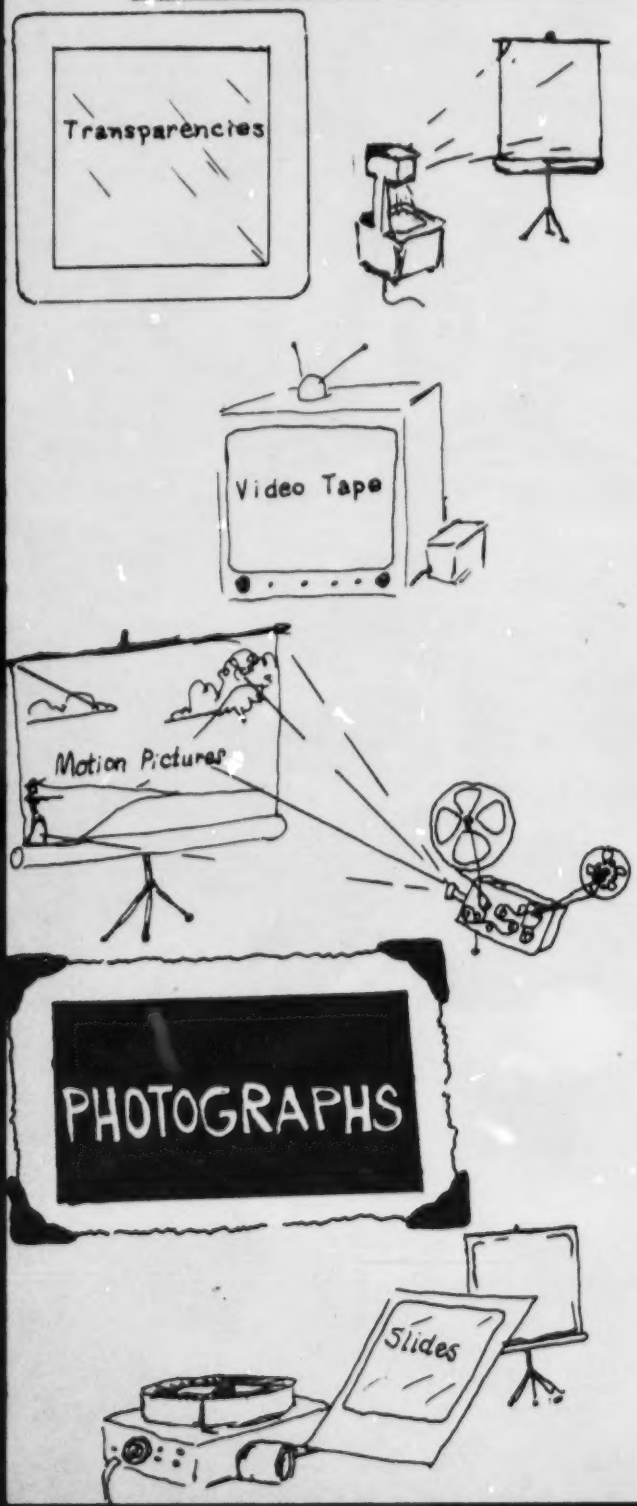
TO BE NOVEL.

Novelty and surprise are motivating to the learner.

It also shows you put "creative" effort into your planning for <u>their</u> *learning.*

"A PICTURE IS WORTH A 1000 WORDS", so create a visual image ... get the picture? Support your concepts with visual and mental pictures; it enhances communication.

VISUAL PICTURES



WORD PICTURES

If wrinkles must be written upon our brows, let them not be written upon our heart. The spirit should not grow old.

James A. Garfield

A woman is like your shadow; follow her and she flies; fly from her and she follows.

Chamfort

The cynic is one who never sees a good quality in a man, and never fails to see a bad one. He is the human owl, vigilant in darkness and blind to light, mousing for vermin, and never seeing noble game. The cynic puts all human actions into two classes -- openly bad and secretly bad.

Henry Ward Beecher

A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering cold iron.

Horace Mann

His speech flowed from his tongue sweeter than honey.

Homer

MEDIA PRODUCTION

Professionally prepared (or self-prepared) media can enhance your in-service presentation. In most school districts, regional centers, state agencies and intermediate units, you can find specialists whose life work is the development of media for education of children and adults. Media personnel generally welcome an opportunity to help you develop in-service material...it's their job, and they are professionals! Take advantage of this opportunity.

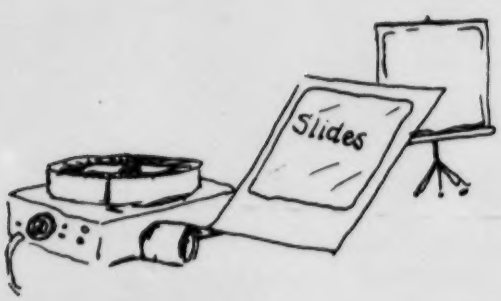
Frequently, when this suggestion is made people will say "but I don't know what I want." Well, let them help you figure out the best media for conveying the thought concepts and ideas you want to deliver. REMEMBER, THEY ARE PROFESSIONALS!

WHY USE PREPARED MEDIA

1. Can help you personalize your content to the audience.
2. Can make your in-service program more "permanent" and more replicable with other groups.
3. The inservice program will have a more professional look.
4. More stimulating..... multi-sensory.

WHAT ARE PREPARED MEDIA

* Video tape
* Slides
* Transparencies
* Filmstrip
* Film (16mm or 8mm)



HANDOUTS OR PRINTED TAKE-HOME MATERIALS

There are some advantages in providing printed material for persons attending the meeting to take home with them. This material is helpful to reinforce ideas presented, provide listings of resources for continued enrichment of the topic, and other ways. Below are some considerations relating to handout materials.

PRINTING - effects cost and readability.

Ditto is the purple copy which is inexpensive but only makes 75 to 100 copies.

Stencils can be made to produce black print and cost slightly more than ditto copies.

Printing is expensive but yields the most legible copy.

FORMAT - effects manageability and utility of material.

3-Hole Punched makes the material easy to put into a notebook.

Collating means the material is sequenced in an order and put together.

Stapling helps keep collated material in order and keeps material in units.

STYLE

Outline highlights major points and provides conceptual structure for ideas.

Narrative provides a story-like logical presentation of ideas in detail with examples.

Listings of reference material and bibliographies for example.

DEALING WITH EMOTIONS

As a presenter you may have a person in the audience who reacts emotionally to something you said, suggest or advise. It is generally helpful to first deal with the person's emotions then deal with content of what they are expressing. For example:

A = person in audience
P = presenter

A = "I tried that kind of programmed reading approach to reading with a boy last year and I didn't get any change and we used the procedures for 4 months."

P = "I know it's really frustrating to work with a student for that long and not see the kind of changes you are hoping for."

"There are differences in programmed reading approaches and the method I'm speaking of ..."

****

A = "A parent came storming into my classroom last year insisting that I change my curriculum for their child. No appreciation that I have 25 other students. I was mad ..."

P = "It made you angry when a parent came into the room insisting you change your procedure , right? I think that's a common reaction. Parents, like other parts of society may act militant, but let's look at the kinds of modification we can make in a classroom with 20 to 30 children."

****

Emotions will interfere with learning unless you deal with them directly. In this situation, take a moment and deal with person's emotions first then deal with the content of what is being said.

HUMOR

Utilization of humor, both planned and situational, can be useful in a workshop. Humor can be difficult to use if you are not experienced in the proper delivery. If you are generally not a "funny person" or a "joke teller" it is best to rely on workshop activity for situational humor. That can provide "comic relief".

COLOR

IS ONE WAY TO FOCUS

AUDIENCE ATTENTION AND, IF

USED EFFECTIVELY, IT'S MORE

VALUABLE THAN

Some examples of how color may be used effectively:

1. If the in-service presenter wears a brightly colored (but not gaudy) clothing it will serve to focus attention.

2. The general appearance of a meeting room can be enhanced by using colored posterboard to display charts, illustrations or examples of ideas from the presentation, etc.

3. Using colored transparencies will stimulate interest in the presentation.

4. If tables are used, different colored table cloths may serve as a method of assigning work tasks to groups.

5. Colored name tags.

REINFORCE POSITIVELY

To insure that persons will participate in the workshop activities, one must reinforce postively the contributions that come from workshop participants. A good word will tend to encourage further responses. People must feel that their contributions are appreciated.

You're on the right track now!
good idea!
Hey Wow that's great!!
That's right and I liked the way you said that!
Yes, tell me more
I'm pleased as punch!
I wish people would say that to me. But no, it is usually NO! Do it this way.

"You Deserve a Break Today"

After active workshop participation people will need or deserve a break. Think of novel and refreshing ways to provide a change of pace. Some ideas might include:

Walk outside

Sack Lunch

Cheese and Wine

Pot Luck

Music

Talk to a new friend

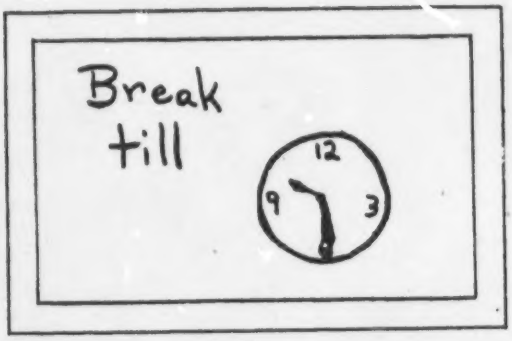
Coffee, Tea or ????

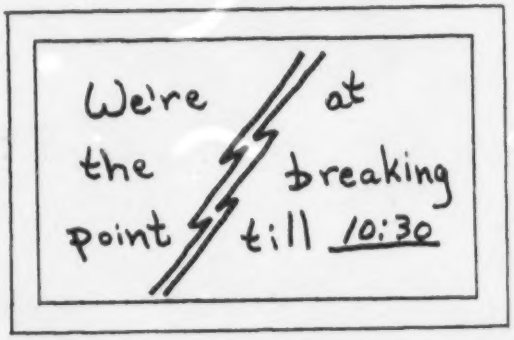
BEFORE LEAVING ON BREAK, MAKE SURE PEOPLE KNOW WHEN TO RETURN. START PROMPTLY AFTER THE BREAK.

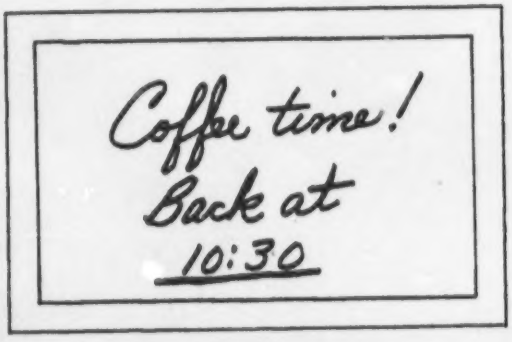
ANNOUNCING 'BREAK TIME' WITH TRANSPARENCIES

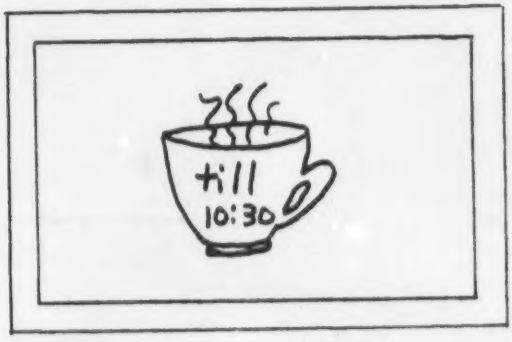
Transparencies used with an overhead projector can help you announce break time by (1) allowing you to approach the task with a touch of novelty and (2) provide visual reinforcement of the time to return to the meeting. The TIME can be written in at the meeting with a grease pencil or transparency pen.

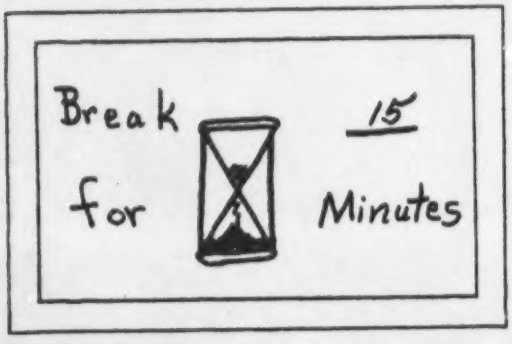
Some examples:

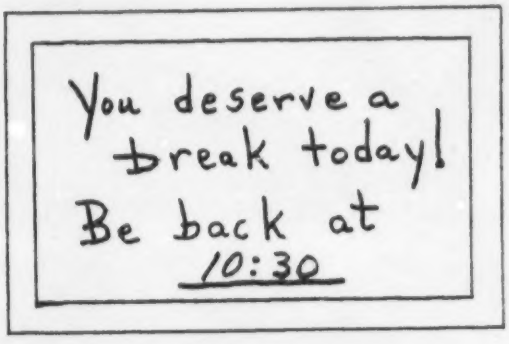












AUDIENCE RESPONSE

How can I program the presentation to generate audience involvement?

What methods might be used to elicit audience behavior?

What is considered a "response"?

The following techniques have been used in meetings to stimulate audience reactions and participation:

DISCRIMINATING STATEMENTS BY SORTING

95% correct in spelling	broken pencil	etc.

Behavior teacher should ignore	Behavior teacher should reinforce

COMPLETING IN-COMPLETE SENTENCES

When the student responds by saying "X" you should say _____.

When the student responds by saying "Y" you...

SMALL GROUP WITH SPECIFIC INSTRUCTIONS

Directions: List the 3 most important...

1.

2.

3.

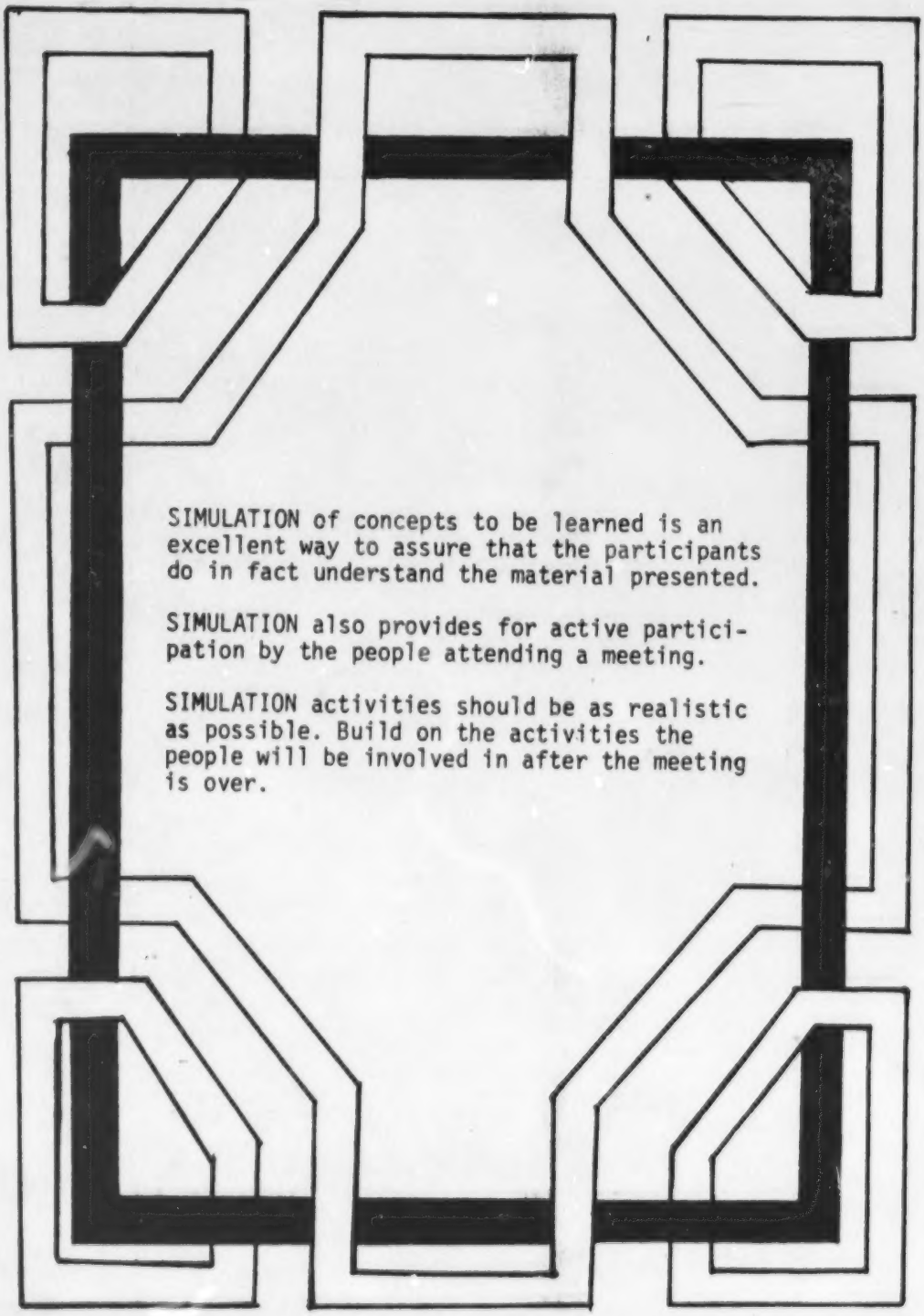
OTHER TECHNIQUES

1. Questions
2. Role Playing
3. etc.

"How often should each individual in the audience respond?"

RULE OF THUMB: If you program for one response every 10 to 15 minutes, the audience will maintain their interest.

SIMULATION



SIMULATION of concepts to be learned is an excellent way to assure that the participants do in fact understand the material presented.

SIMULATION also provides for active participation by the people attending a meeting.

SIMULATION activities should be as realistic as possible. Build on the activities the people will be involved in after the meeting is over.

MORE PEOPLE PLEASERS

HEAT

Room temperature can have a great effect on participant response. Check to see that the room is neither too hot nor too cold. A room that is a little cool will keep people active. However, if it gets too cold, they are actively looking for their coat. If too hot, they will be looking for a way out.

LIGHT

Lights can be dark, dim or bright. It is best not to have your room dark after lunch. Dim lighting is good for writing with slides. Always have the room well lighted at the beginning of the meeting. People like to take notes; they must be able to see.

MUSIC

Quiet music soothes and creates a good atmosphere while people work on activities. Lively music activates and is good to use before the meeting begins and at coffee breaks.

CAUTION: Watch out for interference with learning. Don't have music on while people are presenting.

WHY ASK QUESTIONS ?

STIMULATE THINKING

EVALUATE UNDERSTANDING

REINFORCE PREVIOUS STATEMENTS

ATTRACT ATTENTION

ENCOURAGE SHARING

ELICIT INFORMATION

DIRECT DISCUSSION

FACILITATE TRANSITION TO ANOTHER TOPIC

HOW TO ASK QUESTIONS ??

TECHNIQUES THAT ENCOURAGE PEOPLE TO RESPOND TO QUESTIONS

1. Be brief and to the point
2. Use first names in asking a question
3. Ask well stated questions
4. Use eye contact
5. Encourage informal discussion by letting them know they can speak out and ask questions of others without waiting to be called on.
6. Show interest in topic of discussion
7. Leave time for response
8. Rephrase question if it is not clear
9. Watch for non-verbal cues from those people who wish to respond
10. Direct question to one who probably has the answer
11. Allow people freedom to answer
12. Have the question worded in language and vocabulary the person can understand
13. Have previously prepared questions (provide background for answer)
14. Ask for more than one person to answer a question
15. Reinforce people for volunteering answers and sharing ideas

TECHNIQUES THAT DISCOURAGE PEOPLE FROM RESPONDING TO QUESTIONS

1. Cutting off a previous response
2. Talking too fast or not pausing long enough for people to answer questions
3. Disagreeing with answers given
4. Pointing at people
5. Calling on the same person all the time
6. Asking retorical questions
7. Asking questions which demand specific recall (do you know what Jon Doe said in 1965?)
8. Too many questions at one time
9. Asking questions then distracting from the answer
10. Not making the question concise - confusion in statement or vocabulary
11. Sometimes the presence of certain people in the audience (so-called authorities)
12. Too long a question or too many parts
13. Asking direct questions concerning material that people may not be informed on
14. Interrupting or correcting people trying to respond
15. Asking too general of a question, one which lacks direction and clear content

USING A-V EQUIPMENT

Proper use of A-V equipment will contribute to the success of your communication. The speaker should be aware of the basic considerations involved in the use of A-V equipment. Below are listed the basic Do's and Don'ts when using A-V equipment.

DO

1. Get the equipment
2. Know how to run it
3. Make sure it works
4. Check sources of power
5. Have extension cords that are long enough
6. Have extra bulbs, adapters
7. Check suitability of room
8. Provide all an equal opportunity to see and hear
9. Know length of films, slide shows, etc.
10. Preview all materials
11. Vary the materials used
12. Plan for necessary assistance
13. Turn off equipment when not in use
14. Have material organized (overlays, slide trays, etc.)
15. Constantly check focus, sound level, etc.
16. Use the Media Center
17. Plan timing
18. Consult media specialist

DON'T

1. Run overtime
2. Let machine dictate presentation
3. Take recommendations without personal preview.
4. Become tied to machines in case of malfunction
5. Present unreadable material (none is better than poor)
6. Expect too much from media
7. Overdo one or all types of aids
8. Over simplify materials
9. Compete with equipment
10. Be afraid to try new things
11. Prepare on spur of the moment
12. Prepare machines during presentation
13. Use A-V aids as a crutch
14. Wait until the last minute
15. Arrange materials while talking
16. Show films to the blind
17. Play records for the deaf
18. Push material by audience too fast

HELPERS THAT DON'T HELP

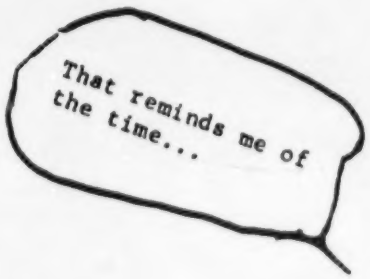
Verbally sharing ideas is an important aspect of a workshop. Occasionally, and generally unintentionally, an individual will engage in a behavior that stifles verbal interaction and takes up workshop time. There are techniques we can use to control this behavior and thereby provide a more successful session for all.

A. To Control the Interrupter:

1. Ignore him until you are finished with your point.
2. Try as quickly as possible to incorporate his idea and go on from there.
3. Agree nicely and say "that's a good idea" and provide a later time for further discussion.
4. Shoot him.
5. Make him chairman of a committee.

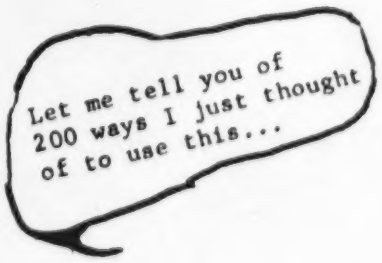
B. To Control the Sidetracker:

1. Find something to support the person.
2. Ask him to put it in a short sentence.
3. Refer to the question box.
4. Become an "interrupter".



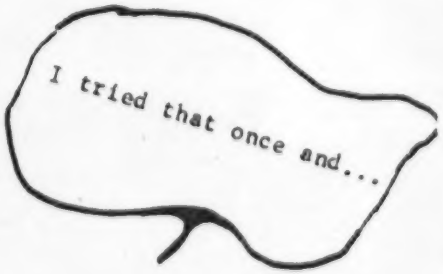
C. To Control the Enthusiast:

1. Go ahead with your plans.
2. Tell him you'll discuss it with him later.
3. Refer to a later meeting.
4. Allow timed responses



D. To Control the Pessimist

1. It's worth trying again.
2. These procedures are somewhat different. For example ...
3. You don't have to do it; but it works if you want it.



THE AUDIENCE

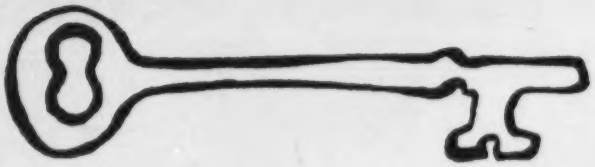
Knowing your audience is important. Being sensitive to the audience's needs will insure active participation and learning.

Signs of Fatigue	Signs of Interest
Looking at watch	Note taking
Yawning	Leaning forward
Talking	Eye contact with speaker
Sleeping	Questions are asked
Looking away	Attentive for long periods
Fidgeting	
Head down	

A presenter without a receptive audience is like a book without words.

A presenter without an active audience is like a book with words in the hands of a non-reader.

A presenter without an interested audience is like a book in the hands of a day dreaming reader.

SUMMARIZE  IDEAS

There are two kinds of summary statements: (1) Summarizing for Review is used to emphasize important concepts, and (2) Concluding Summary Statements occur at the end of the presentation and generally draw previous ideas into a direction of action. Below are examples:

SUMMARIZING FOR REVIEW

"The main point is . . . "

"This key idea bears repeating"

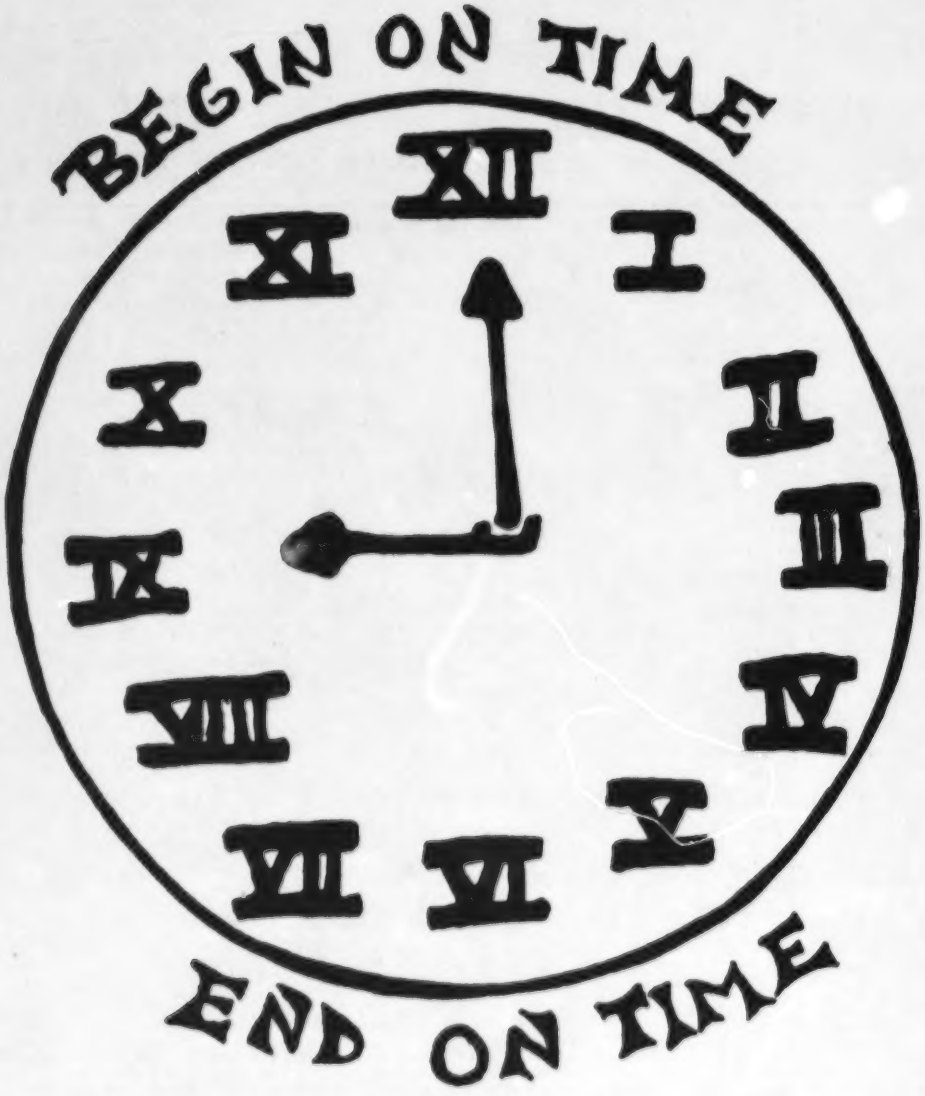
"If you remember one thing from today, remember this . . . "

CONCLUDING SUMMARY STATEMENT
(These are best stated in action terms)

"Here are 5 things you can do . . . "

"Begin by doing this . . . "

"Now you are prepared to . . . "


BEGIN ON TIME
XII
I
II
III
IV
V
VI
VII
VIII
IX
X
XI
END ON TIME

AFTER

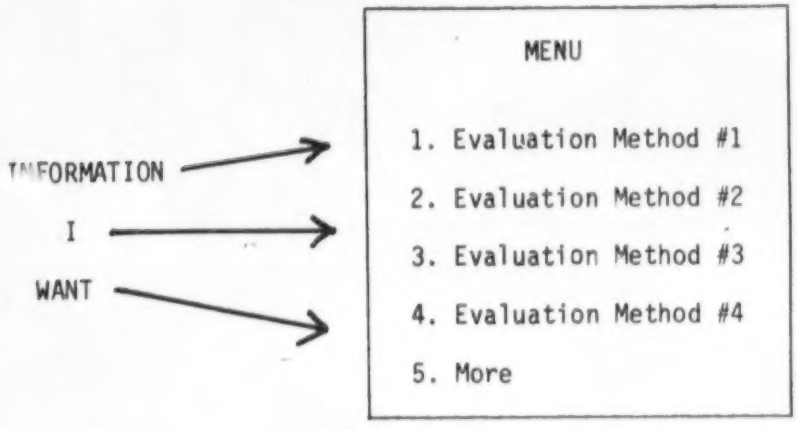
THE MEETING

EVALUATION, WHO NEEDS IT?

Evaluation should be designed to answer the question: WE HAD A MEETING, SO WHAT? The information must be useful to you also. Well, what kind of information do you really want? Here are some questions which you may seek answers to through evaluation, but all are not equally helpful.

1. What was presented?
2. How many attended?
3. How did the participants feel about today?
4. What information (cognative) did the participants learn today?
5. What skills (behavioral) did the participants learn today?
6. What skills and/or information did the participants use after the meeting?
7. If the participants used information and/or skills learned in the meeting, were they successful in attaining their objective?

What kinds of information do you really want? Make sure the evaluation method you select is appropriate for the information you want.



EVALUATING IN-SERVICE

Evaluation of current in-service is essential to your effective planning of future teacher education efforts. How should in-service be evaluated? If the audience ranks the meeting on a 5 point scale or if you have attendance figures, what does it really tell you? Is that evaluation?

The basic questions in evaluating in-service are (1) "Did the audience learn what was presented?" and (2) "Can they apply what they learned?"

The next four pages will present examples of different methods for assessing learning and application of in-service concepts.

	METHOD OF MEASUREMENT	WHEN MEASUREMENT OCCURS
Objective	Pre-Test/Post-Test Method	BEFORE (and immediately after) In-Service
	Behavioral (In-Meeting) Objectives	DURING the In-Service
	Post (After Meeting) Objectives	AFTER the In-Service
	Behavioral Contracts	AFTER the In-Service
Subjective	Unsolicited Comments	AFTER the In-Service
	Value (rating) opinions	DURING the In-Service
	What I learned today statements	DURING the In-Service
	Written Summary	DURING the In-Service

EXAMPLE: PRE-POST TEST

1. What is the difference between hearing and listening?

2. What is an Audiogram?

3. With a hearing loss in the left ear only, where should a child be sitting in the classroom?

4. List three behavioral signs that would alert someone to a possible hearing loss.

5. Rank in order of importance to the child the four major areas of the language arts program.

----- Listening	----- Speaking
----- Writing	----- Reading

6. Define a speech deviation or speech problem.

7. Name three types of articulation errors.

8. What should the classroom teacher do for a child who stutters?

9. Who has the responsibility for developing effective oral communication skills in children?

10. Name three specific pieces of instructional material that can be used to develop speech and language skills.

Dublinske, Stan. Audio-Recorded Pre-Post Test used at Drake University with class on Exceptional Children.

EXAMPLE: IN-MEETING OBJECTIVES

(Title of Meeting/Presentation)

(Presenter) (Date)

	In-Meeting Objectives	Accomplished	Not Accomplished
1.	I had the opportunity to select one or more post-meeting objectives that relate to serving handicapped children.	____	____
2.	I listed four or more resource persons that should be available to assist me in serving handicapped children in the regular classroom.	____	____
3.	I recorded three or more implications of the content of this presentation for me as a beginning teacher.	____	____
4.	Correctly discriminate six out of eight behaviors according to whether it is precisely pinpointed or behavior not pinpointed.	____	____
5.	Determine the preferred direction of change, accelerate or decelerate, for the examples given. Six out of eight correct.	____	____
6.	Calculate and graph two out of three behavior rates correctly.	____	____
7.	List at least three of the five methods used to identify needs of consumers.	____	____
8.	List five new direct services that could be offered by your center or unit. Check two of the five that you would like to implement.	____	____
9.	Write one performance objective using the listed criteria for the example indicated.	____	____

Comments: (!!!???)

Objectives 1-3: Caster, Jerry --- "Serving Handicapped Learners in the Regular Classroom", Iowa State Education Association Convention: Student Section.

Objectives 4-6: Grimes, Jeff --- "Behavior Modification", Des Moines Guidance Workshop.

Objectives 7-9: Dublinske, Stan --- "Direct and Indirect Service Strategies Based on Needs of Children and Teachers", Institute on Instructional Materials and Media Services for Handicapped Students, Des Moines.

EXAMPLE: POST-MEETING OBJECTIVES

Please read the following and check (✓) the appropriate blank according to whether the post-meeting objective was or was not accomplished. Return in the enclosed envelope no later than _____.

Post-Meeting Objectives	Accomplished	Not Accomplished
1. I visited the Regional Education Media Center and used the Prescriptive Material Retrieval System to identify materials appropriate for one or more students I deal with.	____	____
2. I tried, for 7 or more consecutive days, the method Mr. Grimes suggested at the meeting in Karen Acres. The method was to refrain from giving my child or children "the dickens" or correcting his action. Instead I wrote down the behavior that I wanted to have happen. When he behaved that way I was warm and approving.	____	____
3. The consultant should introduce a selected piece of audio-visual equipment into the classroom of a selected teacher. The teacher should not have used the specific media this school year. After introducing the equipment into the classroom, the consultant should assist the teacher in effectively incorporating the equipment, as evaluated by the consultant, into the instructional program until it is used appropriately during four days out of fifteen consecutive class day periods.	____	____
4. The consultant should visit the Regional Education Media Centers serving counties in which the consultant is employed and discuss area procedures for the use of the Prescriptive Materials Retrieval System, where it is located, and the procedures for using the system.	____	____
5. The consultant should inform every teacher of the mentally retarded for whom he is responsible about the nature of the Prescriptive Materials Retrieval System, where it is located, and the procedures for using the System.	____	____

Objective 1: Grimes, Jeff --- "Prescriptive Materials Retrieval System", In-Service for Local Educational Agency.

Objective 2: Grimes, Jeff --- "Behavior Modication for Parents", Urbandale School System.

Objectives 3-5: Caster, Jerry --- "Media in Special Education", State Meeting for Consultants in Mental Retardation, Cedar Rapids.

EXAMPLE: BEHAVIORAL CONTRACT

Name _____

Address _____

Please read and check (✓) one item and return this form to Stan Dublinske.

A. _____ I do not work with language problems.

B. _____ I do not believe I have the skills necessary to attempt a language remediation program.

C. _____ By _____ I will have utilized the Northwestern Syntax Screening Test in addition to my present assessment tools for ten (10) of the articulation cases presently in my case load. (Assessment tools may be changed as Dr. Yoder suggests.) I will provide a written copy of the results of this project to Stan Dublinske within ten days after completion of the project.

D. _____ By _____ I will have evaluated five (5) articulation cases having the final "s" omission to determine if the problem is a true articulation error or a language problem in the area of pluralization or incorporating possessives. I will provide a written copy of the results of this project to Stan Dublinske within ten days after completion of the project.

If you check item "C" or "D" and would like any assistance in evaluating your results or would like additional information concerning the contract I will provide any consultation possible by phone or correspondence. I will respond to your communication within three (3) days.

Having completed the behavioral contract by the date indicated you will receive a copy of the booklet "Remedial Suggestion for Learning Disabilities as Diagnosed by the ITPA".

Stan Dublinske, Consultant
Language, Speech and Hearing Services
Division of Special Education
Department of Education
State Office Building
Montpelier, Vermont 05602

Dublinske, Stan. Contract used in "Language Disorders: Diagnostic and Remediation", Storm Lake, Iowa.

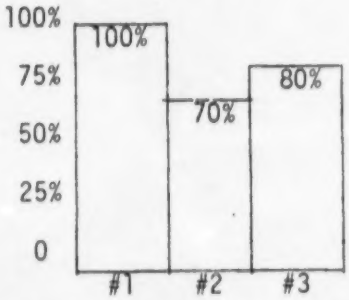
REPORTING SUCCESS

When your supervisor(s) or colleague(s) ask "How did the meeting go?", reply in terms of how well those that took part in your in-service learned. Below are three methods for computing and reporting in-service effectiveness.

A. Calculate the percentage of accomplishment for each objective.

For example:
Ten (10) people attended the meeting and Objective #2 was accomplished by seven (7) people.

10 (Number attempting the objective)) 7 (Number accomplishing this objective) — 70% Accomplished



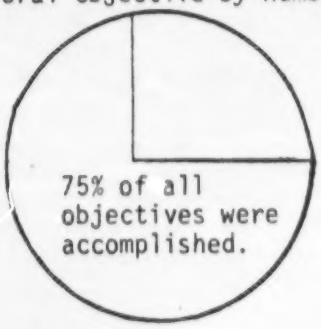
Behavioral Objective by Number

B. Calculate the total number of objectives accomplished during the in-service meeting.

For example:
A meeting attended by 50 teachers used four (4) behavioral objectives (for each teacher). 150 objectives were accomplished.

50 teachers
x 4 objectives
200 total objectives

200 (total objectives)) 150 (number of objectives accomplished) — 75% Accomplished

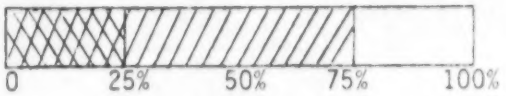


C. Calculate the gain scores for items on Pre and Post Tests.

For example:
Twenty people attended the in-service meeting. Item #4 was accomplished by 5 individuals during the pre-test. Item #4 was accomplished by 15 individuals during the post-test. Plot the % accomplished scores on the line graph using ▨ for the pre-test and ▨ for the post-test.

20/ 5 — 25%

20/ 15 — 75%



Pre-Post test results for behavioral objective Item #4

FOLLOW-UP ACTIVITIES

As the result of in-service presentations the presenter may be required to provide follow-up activities ranging from complete repetion of the presentation at another time to requests for additional ideas. The in-service presenter must be aware of the role that he must play following the presentation.

1. Newsletters to participants concerning concepts presented in meeting.

2. End-of-year report.

3. Be available for consultation with participants after meeting by phone or mail.

4. Assist with post-meeting activities.

5. Suggested media available to extend learning. (eg. Bibliographies, filmstrips, audio and video tapes, etc.).

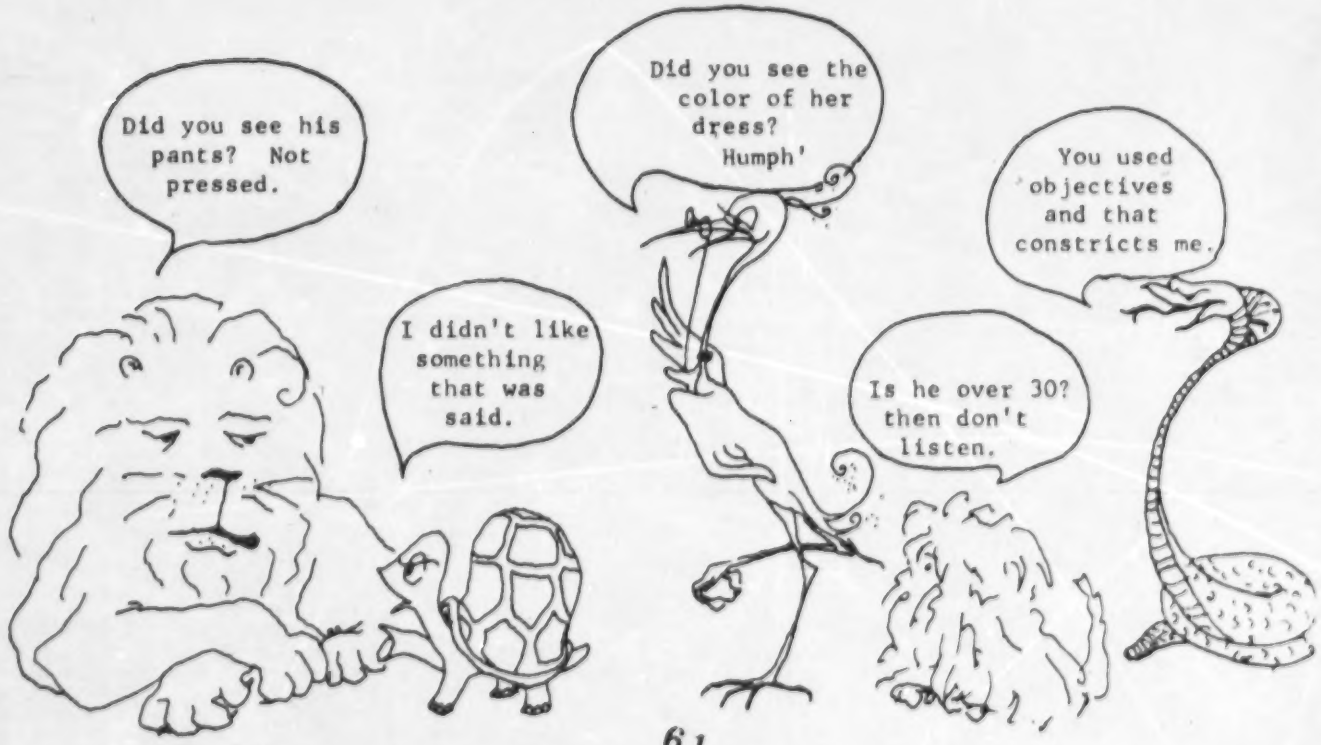
CRITICISM

HOW TO SIZE IT UP

Constructive criticism is always welcomed because it is based on helping you improve. Caustic criticism is based on destructive negativism.

If you provide good in-service to groups of people you will find some (be they ever so few) will take exception with you, your offerings and your style. This is as predictable as snow in the winter in Iowa. Their criticism can be a let down and color your perception of good in-service effort unless you can see it like it is. On the average you will find the critics make up about 5% of the audience. A fact of life is that 5% would criticize anyone - you just happen to be in focus that day.

If you receive constructive criticism, value the thoughts and incorporate the ideas. If you receive caustic criticism, reject them in total.


Did you see his pants? Not pressed.
I didn't like something that was said.
Did you see the color of her dress? Humph'
You used objectives and that constricts me.
Is he over 30? then don't listen.

WHILE NOT WISHING

TO BE

NOSEY . . .

Your

feedback,

if you read and/or used any

idea contained in this booklet,

would be appreciated.

Send comments to:

Jeff Grimes, Consultant
Psychological Services
Division of Special Education
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

or

Stan Dublinske, Consultant
Language, Speech & Hearing
Division of Special Education
Department of Education
Montpelier, Vermont 05602